Palmer Way Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest DATAQUEST California DEPARTMENT OF EDUCATION	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard California School DASHBOARD	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Palmer Way Elementary School
Street	2900 Palmer Street
City, State, Zip	National City, CA 91950
Phone Number	(619) 336-8900
Principal	Dr. Leticia Segura
Email Address	lsegura@nsd.us
School Website	www.nsd.us
County-District-School (CDS) Code	37-68221-6038814

2023-24 District Contact Information

District Name	National School District
Phone Number	619-336-7500
Superintendent	Dr. Leighangela Brady
Email Address	lbrady@nsd.us
District Website	www.nsd.us

2023-24 School Description and Mission Statement

Dear Palmer Way Families,

On behalf of the Palmer Way Staff, I would like to extend a warm WELCOME to our new families and a very special WELCOME BACK to our returning families.

At Palmer Way, we believe in fostering a sense of community— a shared bond among staff, students, and parents. In collaboration with our dedicated PTA, we are committed to making Palmer Way a school where staff and families unite to nurture students to grow to be exceptionally prepared learners, as well as innovative and compassionate world citizens. With confidence, I anticipate an amazing year ahead!

Our success hinges on our partnership with you, our parents. Together, we can empower our students to reach their highest potential. Our teachers recognize the pivotal role that both school and home play in a child's journey, and your active involvement will undoubtedly shape a successful academic path. I am certain that our shared responsibility for our student's success will yield positive outcomes throughout the year, overcoming any challenges we may encounter.

As we navigate the upcoming months, safety remains a priority. We will be reviewing and updating our safety protocols. To get involved, I encourage you to join our Palmer Way PTA and participate in our School Site Council Committee, ELAC Committee, and Coffee with the Principal Meetings. You can also volunteer by completing the Parent Volunteer packet available at the school office or downloadable from the NSD Website—it's a fantastic way to contribute to our school community.

A gentle reminder: adherence to the National School District Uniform Policy is crucial. Please consult page 24 of the National School District 2023-2024 Annual Parent Notifications Handbook for details by visiting the NSD Website. Your cooperation in ensuring students come to school in uniform every day is highly appreciated.

Thank you for your continued support as we work together as a school community, inspiring our students to strive for and achieve their goals. Here's to a fantastic school year at Palmer Way!

2023-24 School Description and Mission Statement

Warm regards,

Dr. Leticia Segura Ed.D.

Principal Palmer Way School

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	77
Grade 1	43
Grade 2	58
Grade 3	53
Grade 4	56
Grade 5	49
Grade 6	73
Total Enrollment	409

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1%
Male	48.9%
Asian	2%
Black or African American	1.7%
Filipino	22.2%
Hispanic or Latino	66.5%
Two or More Races	4.6%
White	2.7%
English Learners	46.9%
Homeless	7.8%
Socioeconomically Disadvantaged	76%
Students with Disabilities	13.9%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	100.00	226.90	93.41	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.00	1.24	12115.80	4.41
Unknown	0.00	0.00	13.00	5.35	18854.30	6.86
Total Teaching Positions	21.00	100.00	242.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.00	100.00	193.80	91.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.00	0.47	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.00	1.42	11953.10	4.28
Unknown	0.00	0.00	14.00	6.61	15831.90	5.67
Total Teaching Positions	18.00	100.00	211.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	08/23/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018	Yes	0%
Mathematics	Houghton-Mifflin-Harcourt California GO MATH! 2015/2016	Yes	0%
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias 2008/2009	Yes	0%
History-Social Science	H. M. Harcourt Reflections 2007/2008	Yes	0%
Foreign Language	Benchmark Advanced/Adelante for English Language Development 2020	Yes	0%

School Facility Conditions and Planned Improvements

Palmer Way's main campus was built in 1967. Since our opening the following major renovations or improvements have been addressed:

- 1997 – Relocatables were added to support class size reduction.
- 1998—Relocatables were added to support class size reduction.
- 1999—Relocatables were added to support class size reduction.
- 2000—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry.

Palmer Way currently has 28 regular classrooms and 12 relocatable buildings.

Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Palmer Way's lower playground underwent a major renovation which was completed October 18, 2023.

Cleaning Process and Schedule
We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

The Facilities Inspection Tool (FIT)
The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring, or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

Year and month of the most recent FIT report	8/9/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Stage: Hole in ceiling stage. B10 Office: Water stained ceiling tile. C5 Art: Stains on carpet. C4: Carpet stained right side by sink. C1 VAPA: Carpet stains. C7 Tech: Carpet stains. Psych Office: Room divider rusted. P3 Boys RR: Chipped paint. Action Taken: Work orders submitted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			B Girls RR: No contact infor for menstrual product dispenser. D Gender Neutral RR: Low water pressure in sink. Action Taken: Work orders submitted.
Safety: Fire Safety, Hazardous Materials	X			C7 Tech: Pencil sharperner cover missing. Action Taken: Work order submitted.

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			D Admin RR Boys: Bench in playground outside RR is rusty and chipped. Action Taken: Work order submitted.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	40	39	33	31	47	46
Mathematics (grades 3-8 and 11)	28	32	22	25	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	233	227	97.42	2.58	38.77
Female	110	108	98.18	1.82	38.89
Male	123	119	96.75	3.25	38.66
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	55	55	100.00	0.00	69.09
Hispanic or Latino	156	151	96.79	3.21	25.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	97	93	95.88	4.12	17.20
Foster Youth	0	0	0	0	0
Homeless	24	23	95.83	4.17	47.83
Military	--	--	--	--	--
Socioeconomically Disadvantaged	128	124	96.88	3.12	37.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	28	90.32	9.68	17.86

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	233	228	97.85	2.15	32.02
Female	110	108	98.18	1.82	21.30
Male	123	120	97.56	2.44	41.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	55	55	100.00	0.00	60.00
Hispanic or Latino	156	152	97.44	2.56	20.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	97	94	96.91	3.09	12.77
Foster Youth	0	0	0	0	0
Homeless	24	24	100.00	0.00	37.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	128	125	97.66	2.34	28.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	28	90.32	9.68	10.71

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	22.08	23.40	16.82	18.43	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	48	47	97.92	2.08	23.40
Female	21	21	100.00	0.00	14.29
Male	27	26	96.30	3.70	30.77
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	46.15
Hispanic or Latino	30	29	96.67	3.33	10.34
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	19	19	100.00	0.00	5.26
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	23	95.83	4.17	21.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Contact Person Name: Dr. Leticia Segura
Phone Number: (619) 336-8950

Parents and community members are essential to our educational community and are encouraged to be involved in their child's education. Parents are continuously encouraged to play an active role in our Parent and Teacher Association (PTA), participate in leadership positions of our District Parent Advisory Council (DPAC), our School Site Council (SSC), English Language Advisory Committee (ELAC), and collaborate in our Positive Behavior Intervention Supports (PBIS) Tier I Committee, and Coffee with the Principal meetings.

To ensure effective parent and family engagement, Palmer Way School includes parents and the community in the decision-making process via our SSC and ELAC committees. To improve student academic achievement the School Plan for Student Achievement (SPSA) is jointly developed, reviewed, mutually agreed upon, and monitored by our SSC and ELAC committees. Committee members are involved in the decisions regarding how funds included in the SPSA will be allocated for activities that will improve student academic achievement and school performance. Academic achievement data is shared, and all activities and expenditures are reviewed, approved, and recommended by the SSC and ELAC to the local governing board. In addition, the SSC periodically reviews and evaluates progress toward SPSA goals, and, as necessary, revises the SPSA to ensure that all children receive a high-quality education. Data is used to monitor students' progress in efforts to close the achievement gap between children meeting the challenging state academic standards and those children who are not meeting these standards. Palmer Way School uses various methods to build and develop partnerships between parents and staff to help children achieve the state's high standards (weekly communication via the Palmer Way School Parent Newsletter, parent conferences, and Student Support Team Meetings). During these meetings, parents and family members are informed that they can directly affect the success of their children's learning. Techniques and strategies are often provided to parents so they may assist their children at home in efforts to improve their children's academic success.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	449	438	152	34.7
Female	225	220	73	33.2
Male	224	218	79	36.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	9	9	1	11.1
Black or African American	11	10	7	70.0
Filipino	93	92	16	17.4
Hispanic or Latino	302	294	118	40.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	21	20	7	35.0
White	12	12	2	16.7
English Learners	223	218	74	33.9
Foster Youth	0	0	0	0.0
Homeless	40	36	15	41.7
Socioeconomically Disadvantaged	349	338	129	38.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	78	75	33	44.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	2.67	0.00	1.12	1.89	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.67	0
Female	2.67	0
Male	2.68	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	18.18	0
Filipino	0	0
Hispanic or Latino	3.31	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.35	0
Foster Youth	0	0
Homeless	5	0
Socioeconomically Disadvantaged	2.87	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.28	0

2023-24 School Safety Plan

SB187 Safety Plan
Date the plan will be added: February 2023
Date the plan was last reviewed with the staff: October 2023

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures, and compliance with laws including (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school. Safety information is also provided via our Safety Flip-charts that are hung in every classroom and reviewed yearly with staff. Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is
aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	2	
1	24		2	
2	24		2	
3	24		2	
4	27		2	
5	28		2	
6	28		2	
Other	25		5	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	1	
1	23		2	
2	24		2	
3	24		2	
4	25		1	
5	33			
6	29		2	
Other	26		6	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	2	0
1	20	1	1	0
2	22	0	2	0
3	21	1	1	0
4	28	0	2	0
5	26	0	1	0
6	32	0	1	0
Other	22	1	2	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	818

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	2.8

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,806	$3,261	$8,545	$89,124
District	N/A	N/A	$8,822	$90,126
Percent Difference - School Site and District	N/A	N/A	-3.2	3.4
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	25.8	5.2

Fiscal Year 2022-23 Types of Services Funded

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.
Funds are used to support three Impact Teachers.

Title I Fund: $229,216
LCAP Supplemental and Concentration Fund: $195,493
Total: $424,709

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$51,555	$54,046
Mid-Range Teacher Salary	$76,669	$84,515
Highest Teacher Salary	$110,714	$110,867
Average Principal Salary (Elementary)	$129,136	$136,841
Average Principal Salary (Middle)	$0	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$216,806	$217,473
Percent of Budget for Teacher Salaries	32.54%	32.43%
Percent of Budget for Administrative Salaries	5.29%	5.62%

Professional Development

The selection of focus areas for ongoing professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers with ELA & math curriculum, best instructional practices, data analysis to inform instruction, to strengthen our Positive Behavior Intervention and Support (PBIS) practices, and ways for teachers to be excellent discerners of curriculum and materials needed to deliver robust and rigorous lessons. Teachers also have opportunities to attend conferences and district-wide professional development throughout the year. The staff at Palmer Way Elementary School is involved in ongoing professional development linked to Common Core standards. Instructional planning is driven by the review of student outcomes on assessments that target priority grade-level standards. All TK – 6th-grade teachers receive ongoing training on how to use reports from iReady, IRLA, and EL needs to target instruction and support for students in reading and math. PD this year has focused on the Science of Reading, student safety, Benchmark Phonics Program, and Lexia English. All staff at Palmer Way receive ongoing professional development on accessing and interpreting data online utilizing Panorama which provides access to the full range of district multiple measures assessments. The IRLA and iReady reading assessment is used during each testing window to review phonics skills, reading comprehension, and vocabulary progress. These levels are known by the students and allow them to self-select books at the appropriate reading level. In addition, we have strengthened our Multi-Tiered System of Support (MTSS) process. Our MTSS leadership team met for three full days this year to analyze school data, school-wide SWIFT FIA data, and establish school-wide goals. PD has been delivered through teacher release days, collaboration days, weekly staff meetings, off-the-clock PD offerings, and individual teacher planning days. We have four Teachers on Special Assignment (TOSA) that provide coaching support in the area of Language Arts and English Language Development.

Annually, a plan for staff development is designed based on the review of site data, including CAASPP, ELPAC, and district multiple measures assessments. The plan is developed through the collaborative efforts of the site instructional leader, MTSS Coordinator, site resource teacher, and teaching staff along with the School Site Council. Staff development days are planned to train staff on innovative instructional practices directly related to targeted, standards-based improvement areas. The Educational Services Department at the National School District provides guidance and financial support for professional development days. Early dismissal on Thursday afternoons provides time for teachers to collaborate in grade level and vertical (K-2, 3-4, 5-6, etc.) planning groups.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	19	20	20